

**Title**

Ceremonial Aspects of Lakota Culture: Unit 1 Purification Lodge.

**Grade Level**

4.

**Content Areas**

Social Studies; writing, oral expression.

**Description/Abstract**

Students will gain an introductory understanding of the purification lodge in Lakota culture.

**Timeline**

One extended 90 minute social studies class period; one 45 minute writing period; one 90 minute language art period for oral sharing.

**Goals/Content and Cognitive**

Students will gain an introductory understanding of the purification lodge. Students will experience the "construction process" of a purification lodge. Students will write a detailed paragraph (using 6 plus 1 writing learning) to share their learning about the purification lodge in writing. Students will read their paragraph aloud to peers to share their learning orally.

**Links to Curriculum Standards**

Social Studies Standards 4.US.2.1. Students are able to describe the impact of significant turning points on the development of the culture in South Dakota. 4.US.2.2. Students are able to explain the effects of the Native American conflicts and establishment of reservations on the Native American culture. Indicator 1: Students can apply the writing process to compose text. Standards for Written Communication (Synthesis) 4.W.1.2 Students can create sentences using words that describe, explain, or provide additional details and connections. (Synthesis) 4.W.1.3 Students can compose a paragraph with a topic sentence, supporting details, and a conclusion. Indicator 2: Students can apply Standard English conventions in their writing. 4.W.2.1 Students can capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations. 4.LVS.1.1 Students can identify and explain the purpose of the presentation through listening and viewing. Oral Expression Standards: 4.LVS.1.2 Students can record and explain information while listening and viewing. 4.LVS.1.3 Students can express ideas and convey information in an oral presentation.

**Guiding Questions**

What was the significance of a purification lodge in Lakota culture?  
How did the ceremony change over the years? (before white men/during curation process/now) What does the circle represent? Why do the Lakota refer to the circle as "Turtle"?

## **Assessment**

Students will observe the building of the structure of a purification lodge. Attention will be paid to the detail of construction of the purification lodge throughout the lesson. Students will demonstrate their knowledge of the structure of a purification lodge through oral questioning throughout the construction process.

Written paragraph rubric includes: Written evidence of appropriate sentence structure and punctuation, written evidence of an introductory sentence, written evidence of at least 3 detail sentences, and written evidence of a summary statement.

Oral presentation rubric includes: Voice projection (volume) and rate/speed of oral presentation appropriate (not too fast or too slow).

## **Learning Connections**

References to their own "ceremonies" in their lives ceremonies tied to religion (these will hopefully have some variance in classroom) baptism, 1st communion, confirmation, other? (discussion) Transition to Lakota culture and the structure used as a purification lodge.

## **Learning Activities or Tasks**

Students will observe the construction of a purification lodge. They will also listen to a "Story" re: the purification lodge & discuss the concepts/messages within that story. Students will write a detailed paragraph (using 6 plus 1 learning) to share their learning in writing. Students will read their paragraph aloud to peers to share their learning orally.

## **Teaching Strategies**

Students will experience an auditory/visually delivered lesson re: the process of the construction of a purification lodge. The instructor will invite an elder from the community to "Storytell" about the construction of a purification lodge. Instructor's role is "resource" and "facilitator" The student's role is active listener and if the Elder permits participation in the tying of the branches. The student will write a paragraph using the 6 plus one traits learning (they have been taught previously). The teacher will provide feedback for the final written copy permitting re-submits.

## **Management**

The lesson will occur in the classroom. The multi-purpose room will be reserved for the purification lodge construction process. It will be important to secure an Elder to provide a rich "story" which will stimulate the emotional taste buds of the students to enhance learning and retention.

## **Lesson Evaluation and Teacher Reflection**

Questions:

Was this lesson worth doing?

In what ways was this lesson effective?

What evidence do you have for your conclusion?

How would you change this lesson for teaching it again?

What did you observe your students doing and learning?

Did your students find the lesson meaningful and worth completing?

**Materials and Resources**

A knowledgeable "Elder" willing to storytell re: the purification lodge.

**Developer**

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